DOCUMENT RESUME

ED 060 840 JC 720 084

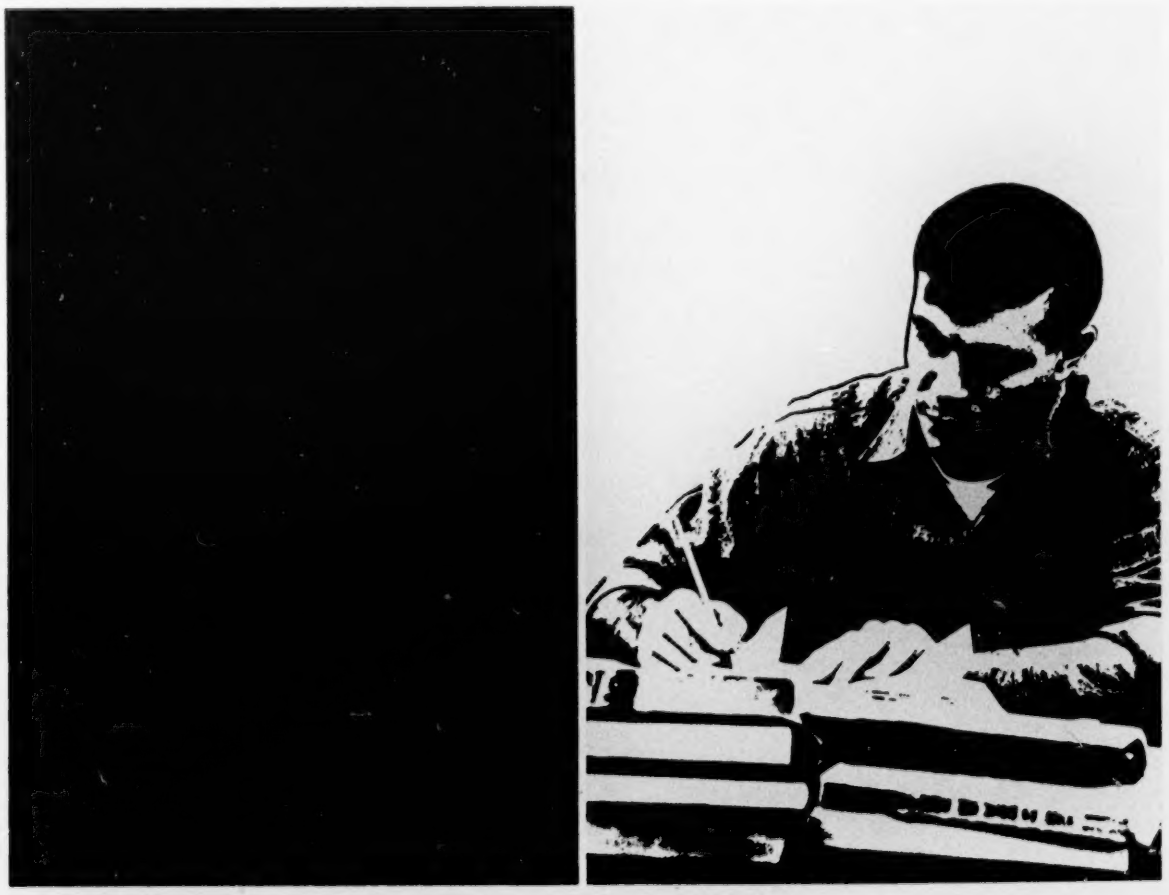
AUTHOR	Thurston, Alice J.; And Others
TITLE	The Chief Student Personnel Administrator in the Public Two-Year College.
INSTITUTION	American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
REPORT NO	Monograph-14
PUB DATE	Jan 72
NOTE	75p.
AVAILABLE FROM	American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($2.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrator Background; *Administrator Characteristics; Administrator Role; College Deans; *Junior Colleges; *Student Personnel Services; *Student Personnel Workers; Surveys

ABSTRACT

Few junior college educators would deny the important role of student personnel work in achieving the diverse educational goals to which junior colleges are committed. Since the publication of the findings of the 1965 Carnegie Project, which revealed weaknesses in existing student personnel programs, much attention has been given by educators to upgrading student personnel services. This paper reports the results of two studies, independently undertaken, that explored the role and characteristics of chief student personnel administrators. One study, done in 1968, surveyed a national stratified random sample of these administrators in public junior colleges; the second surveyed only those in midwestern junior colleges. Findings reported include personal characteristics and educational and employment history as well as information about their current position including title and responsibility, length of time in this position, salary, professional affiliations, aspirations, and their most pressing problems. The report concludes with eight recommendations for improvement of student personnel services. (Author/LP)

ED 060840

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



THE CHIEF STUDENT PERSONNEL ADMINISTRATOR IN THE PUBLIC TWO-YEAR COLLEGE

By Alice J. Thurston
Fredric B. Zook
Timothy Neher
Joseph Ingraham

Monograph Series: No. 14

JC 120 084

UNIVERSITY OF CALIF.
LOS ANGELES

APR 27 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ERIC Clearinghouse for Junior College Information / American Association of Junior Colleges

MONOGRAPH SERIES*

No. 1 *Salvage, Redirection, or Custody? Remedial Education in the Community Junior College.* By John E. Roueche. 1968. (ED 019 077)

No. 2 *Junior College Institutional Research: The State of the Art.* By John E. Roueche and John R. Boggs. 1968. (ED 021 557)

No. 3 *Personality Characteristics of College and University Faculty: Implications for the Community College.* By Florence B. Brawer. 1968. (ED 026 048)

No. 4 *Measuring Faculty Performance.* By Arthur M. Cohen and Florence B. Brawer. 1969. (ED 031 222)

No. 5 *Institutional Administrator or Educational Leader? The Junior College President.* By Arthur M. Cohen and John E. Roueche. 1969. (ED 031 186)

No. 6 *Student Activism in Junior Colleges: An Administrator's Views.* By John Lombardi. 1969. (ED 028 767)

No. 7 *The Multi-Institution Junior College District.* By Frederick C. Kintzer, Arthur M. Jensen, and John S. Hansen. 1969. (ED 030 415)

No. 8 *State Master Plans for Community Colleges.* By Allan S. Hurlburt. 1969. (ED 032 887)

No. 9 *Student Characteristics: Personality and Dropout Propensity.* By Arthur M. Cohen and Florence B. Brawer. 1970. (ED 038 130)

No. 10 *Orientation for Faculty in Junior Colleges.* By M. Frances Kelly and John Connolly. 1970. (ED 043 323)

No. 11 *Values and the Generation Gap: Junior College Freshmen and Faculty.* By Florence B. Brawer. 1971.

No. 12 *Junior College Faculty: Their Values and Perceptions.* By Young Park. 1971.

No. 13 *Black Studies in the Community College.* By John Lombardi. 1971.

No. 14 *The Chief Student Personnel Administrator in the Public Two-Year College.* By Alice J. Thurston, Fredric B. Zook, Timothy Neher, and Joseph Ingraham. 1972.

*Monographs are available from AAJC at $2.00 each. Also hard copy (HC) and microfiche (MF) reproductions are available from the ERIC Document Reproduction Service, as explained in the Bibliography, page 49.

The ERIC Clearinghouse for Junior Colleges, a joint effort of the UCLA Graduate School of Education and the University Library, operates under contract with the Department of Health, Education, and Welfare, U.S. Office of Education.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
American Assn. of Junior Colleges
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Price $2.00
Copyright 1972: American Association of Junior Colleges
One Dupont Circle, N. W.
Washington, D. C. 20036
Copyright is claimed until January 1977. Thereafter all portions of this work covered by this copyright will be in the public domain.
Printed in U.S.A. – January 1972

ABOUT THE AUTHORS

At the time this study was done, Alice Thurston was associated with the University of Illinois as visiting lecturer in the Institute for Advanced Study in Student Personnel Administration. For two years, she was director of institutional research and student personnel services for the Metropolitan Junior College District of Kansas City, Missouri. In July 1971, she became president of Garland Junior College in Boston.

Fredric B. Zook is an assistant professor of education at Ottawa University, Ottawa, Kansas, where he was formerly dean of students.

Timothy Neher is presently the assistant to the dean of students at Parkland College, Champaign, Illinois, and served as the research assistant for the Institute for Advanced Study in Student Personnel Administration at the University of Illinois. In the fall of 1971, he will be a divisional counselor at Harrisburg Area Community College, Pennsylvania.

Joseph Ingraham is associate professor in counseling at Essex Community College, Baltimore, Maryland.

CONTENTS

Foreword		v
List of Tables		vii
Chapter I	Introduction	1
Chapter II	The Studies	7
Chapter III	Characteristics of Chief Student Personnel Administrators	13
Chapter IV	Administrative Problems and Goals	21
Chapter V	Staffing of Student Personnel Programs	25
Chapter VI	Administrative Roles and Functions	31
Chapter VII	Summary and Conclusions	39
Chapter VIII	Recommendations	45
Bibliography		49
Appendices		52

FOREWORD

Whatever the title of the chief student personnel administrator–dean of students, director of student services, vice-president for student affairs, or vice-president for student development–he is often proclaimed, at least by student personnel professionals, as occupying a central role in the development of an institution. His position in the community college is supported by hundreds of college catalogs that list student development among the four or five major functions of the institution. Gleazer says that "Student personnel work is a senior partner in the junior college," thus granting at least rhetorical status to the chief student personnel administrator.

The student personnel program is the length and shadow of the dean of students; it reflects his philosophy, style, and behavior. Perhaps that is why McConnell called most community college student personnel programs "woefully inadequate." Heretofore, we have not had a very clear picture of the student personnel administrator; we don't really know who he is and what he does. This report by Thurston and others is a major step in the development of community college student personnel literature. It provides answers to some pressing questions and suggests possible directions for the future development of student personnel programs.

The findings of the studies reported here characterize the community college student personnel administrators as middle-aged males with master's degrees in education, half of whom have been deans for less than two years. Typically, and rather sadly, they do not prepare their own budgets or hire their own staff. They spend most of their time resolving immediate problems and give little attention to philosophy, goals, and long-range planning. Many still wish to function as counselors rather than as administrators who must deal with problems of a different nature.

These data confirm the earlier Carnegie Project that reported nine out of ten student personnel administrators to be ineffective. In the past five years, I have been a consultant to community college student personnel programs in twenty-five states; in my experience it is a rare dean of students who has the vision and the expertise to mobilize a program that is truly "a senior partner in the junior college." Perhaps the wag was correct who observed that in student personnel administration there are too many wornout coaches, too many frustrated ministers, and too many retired military officers who are both wornout and frustrated. Perhaps, as the authors suggest here, student personnel administrators are not selected for administrative skills but because "they like kids."

As this report shows clearly, the quality of leadership of those who administer student personnel programs is an acute problem. "Crisis" may be too mild a word to characterize the present state of affairs. If the student personnel "para-profession" is to survive the '70s–and, we hope, much of it as presently constituted *will not* survive–concerned educators should review this report carefully and launch programs that reflect the excellent recommendations of the authors. These authors are experienced and knowledgeable professionals; their recommendations are not to be taken lightly. To do so is to ignore the warning of the Chinese proverb: "If we do not change our direction, we are likely to end up where we are heading."

Terry O'Banion
University of Illinois
1971

LIST OF TABLES

Table I	Sampling Data for the 1969 National Study	9
Table II	Titles Used by Chief Student Personnel Administrators	13
Table III	Age of Respondents	14
Table IV	Fields of Academic Preparation of CSPAs in the National Study (Based on Highest Earned Degree)	16
Table V	Majors of CSPAs in the Midwest Study	17
Table VI	Salaries of CSPAs in the National Study	19
Table VII	Professional Affiliations of CSPAs	20
Table VIII	Most Pressing Administrative Problems of CSPAs	22
Table IX	Administrative Problems of CSPAs in Multi-unit Colleges	23
Table X	Academic Degrees of Staff in Admissions and in Registration and Research	27
Table XI	Academic Degrees of Staff in Counseling and Guidance	27
Table XII	Academic Degrees of Staff in Placement and Financial Aids	28
Table XIII	Academic Degrees of Staff in Student Activities	28
Table XIV	Actual and Ideal Sort Designations According to Administrative Function (National Study)	32
Table XV	Analysis of Differences in Actual and Ideal Sorts, by Size and Region, Based on Two-way Analysis of Variance	34

CHAPTER I

INTRODUCTION

Community colleges are in a period of rapid change as well as of rapid expansion. During the past decade, when the number of institutions nearly doubled, student enrollments nearly quadrupled. The concept of open-door admissions was generally accepted. Junior colleges were established within commuting distance of many students, bringing closer to reality the American dream of universal educational opportunities beyond the high school. New instructional approaches were tried, experimental colleges founded, grading procedures liberalized, and vocational programs greatly diversified. The expansion of continuing education and community service offerings involved uncounted thousands.

Through the leadership of the American Association of Junior Colleges, two-year colleges have recently extended their commitment to serve both disadvantaged students and returning veterans. Community outreach programs have been developed to recruit youth who would not otherwise have considered college. Hard-core unemployed are being trained. Special services are beginning for veterans. Vocational offerings and community services are responding increasingly to local needs. Minority students are attending in respectable numbers. Community colleges are enrolling the most diverse student population in the history of American higher education, and now, as never before, the challenge is to make educational *exposure* into educational *opportunity* for millions of students with varying life styles, motivations, abilities, and academic skills. Although this task involves the creative efforts of the entire college, student personnel workers must assume a major responsibility.

As recently as 1965, the Carnegie Project on Junior College Student Personnel Programs investigated student personnel services and functions in a national sample of 123 randomly selected institutions. Data were collected by two means: a mailed questionnaire and follow-up visits by student personnel specialists to seventy of the larger colleges. Twenty-one student personnel functions were identified by the specialists:

pre-college information dissemination	co-curricular activity
student induction	student registration
occupational information distribution	social regulation
group orientation	academic regulation

educational testing
applicant appraisal
personnel record keeping
applicant consulting
student advising
student counseling
student self-government
financial assistance
graduate placement
program articulation
student personnel evaluation
in-service education
administrative organization (4)

Raines, the director of the Carnegie Project, summarized the project's basic conclusions as: Three-fourths of the junior colleges in the country have not developed adequate student personnel programs (17).

McConnell, chairman of the national advisory committee for the Project, stated: "The conclusion of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community junior colleges are woefully inadequate" (12).

Student personnel workers in the junior colleges are like the runner, already far behind, who must leap new hurdles. Now they must shed their middle-class stereotypes, cope with drugs and The Pill, adapt to the educational technologies, and relate to new kinds of student. Often they are unsure of their role, inadequately prepared, faced with shrinking budgets, and viewed as peripheral to the educational efforts of the college.

Since the Carnegie Project findings were published, considerable attention has been given to upgrading student personnel services through workshops, institutes, national meetings, and projects such as the Program for Developing Institutions. The Esso Foundation has recently funded a follow-up study, now under way under the direction of Jane Matson, to evaluate current changes and the directions in which student personnel services appear to be moving.

Thus far, little attention has been given to the key person in shaping student personnel services in a community college—the chief student personnel administrator (CSPA). He largely defines the role and scope of the program on a particular campus as well as the staff who are hired and their function. The Council of Student Personnel Associations in Higher Education has described the role of the chief student personnel administrator as follows:

> Deans are responsible for working with students, for administering the services . . . . and for formulating, interpreting, and enforcing rules and social standards . . . .

> Depending on the size of the institution, the dean of students or vice president of student affairs administers and coordinates an organization . . . complex and diverse in its composition and services . . . . As an administrator, he is responsible for budgeting, selection, training, and coordination of staff members, and assisting in the development of institutional policy. He supervises program evaluation and research and advises the president and faculty committees related to student life . . . (6).

The role of the student personnel administrator in a junior college has been pictured by O'Banion, Thurston, and Gulden:

> A chief student personnel administrator deeply committed to the facilitation of human development will offer his own staff participative leadership . . . .
>
> In line with the concept of "participative leadership," the dean of students should function as a full member of the administrative team . . . .
>
> To provide focus for the program, the chief student personnel administrator would ask, 'what kinds of programs can we build that allow great numbers of students to explore the potentialities of their humanity?"
>
> The chief administrator of a student personnel program works democratically with his staff to develop plans which will assist in implementing the goals of the college. As an administrator, he delegates and defines staff responsibilites, and coordinates the work of the staff, helping each staff member to see how his work relates to the total institution. He conducts planned, in-service programs for professional and personal development. The larger his staff, the greater proportion of his time is spent in integration, communication, and coordination . . . . He is necessarily both task-oriented and people-oriented (15).

Only one study since 1965 dealt with the student personnel administrator's role in the junior college. This investigation (by Stanbury (20)) analyzed and compared administrative organizations and operational patterns of public junior colleges in the state of Michigan. Functions for which the deans were responsible included admissions and records, articulation with both feeder secondary schools and surrounding colleges, follow-up studies of former students, college publications, and student program planning and registration. Deans were line officials, responsible to the chief administrative officer of the college for the planning, development, supervision, and evaluation of student services.

The paucity of research on chief student personnel administrators in two-year colleges is paralleled by a lack of agreement on their professional preparation. Statements by the Council of Student Personnel Associations (6), the American Personnel and Guidance Association (2), and the American College Personnel Association, Commission XII *, as well as recent studies by Rhatigan (18) and O'Banion (14), deal with the preparation of student personnel workers. In no instance, however, was the academic preparation of student personnel administrators given more than passing attention.

Nygreen relates the lack of an accepted pattern of career adjustment for student personnel administrators to conflicts they experience between their bureaucratic and their professional roles. As professionals, they are expected to be skilled advisers to individuals and groups; as part of the establishment, they constitute an "office," holding authority delegated by the president. In this latter role, organizational and administrative skills are required. Each day's work involves a mixture of the two roles. However, ". . . to talk meaningfully about career development would involve us with the bureaucratic elements of our tasks and this confrontation is threatening to our self-concepts" (13).

On four-year college and university campuses, managerial skills and political acumen have apparently emerged as the most important criteria for top-level student personnel positions, for, as Greenleaf notes, few if any professionals have been appointed on any major campus during the past several years (8). Perhaps this trend is related to Hodgkinson's findings that faculty, administrators, department chairmen, and students on college campuses across the country express considerable animosity to deans of students who, like business managers, are perceived as heads of "service areas." Student

*ACPA, 1966 statement, subsequently incorporated into the APGA statement. See Reference (2).

personnel, he concludes, is a "never-never land"; faculty sees it as administration and administration sees it as faculty. No one seems clear on what the dean stands for or whether he is leader or servant (10).

In the community colleges, where attention to the unique needs of each student is a frequently stated goal, student personnel administrators are needed who are not only highly skilled professionals, but who can also effectively execute the managerial or bureaucratic aspects of their jobs. Neither dimension can be ignored. Rather than experience a conflict between these roles, community college student personnel administrators still have the option of unifying them to insure valuable time and energy for developing, coordinating, supervising, and evaluating their student personnel programs.

At present we know very little about chief student personnel administrators in community colleges: who they are, what previous positions they have held, what their academic preparation was, and how they function. It would seem valuable to know about these characteristics as well as about their administrative problems, their professional goals, their staffs, and the extent to which they see themselves as administrators.

If, as Shetlin (19) assumes, student personnel administrators come up through the ranks, they are promoted eventually to a level that requires different competencies—those who are skilled at working with students are less skilled at working with schedules, budgets, and the details of top administration. They are also less skilled in assuming leadership in building a cohesive staff and in serving as officers of the college. The question then becomes what kind of assistance student personnel administrators need to fulfill their dual roles as managers and leaders.

This Monograph describes two studies designed to answer such questions. The studies were conducted independently, with different samplings in different regions. The results of these studies, while complementary, are also strikingly parallel.

CHAPTER II

THE STUDIES

This Monograph reports the findings of two studies of the characteristics and functions of the chief student personnel administrator (CSPA) in public junior colleges. One study, conducted at the University of Illinois in the spring of 1969, surveyed a nationwide sample of public junior colleges; the other, conducted at Southern Illinois University in the spring of 1967, included all public junior colleges in the Midwest. Both studies explored the personal characteristics, educational backgrounds, previous positions, administrative problems, goals, and functions of CSPAs.

THE NATIONAL STUDY

INSTRUMENTS

Two mailing instruments were especially devised for this study: a Survey of Functions and a Personal Data Questionnaire. The Survey of Functions consisted of twelve items, each describing one aspect or function of the role of the CSPA. The twelve items were adapted from a list of seven basic functions suggested by Gulick as describing the administrative role of the chief executive (9). Williamson relates these functions to the work of the chief student personnel administrator (9).

Each item used in the Survey of Functions was printed on a separate slip to facilitate ranking. Respondents were asked to rank them in two ways: (1) according to the amount of time and attention typically devoted to each function, and (2) according to the time and attention the administrators felt *should* be devoted to each to increase the effectiveness of their program. Each item was thus ranked twice, the first set of rankings giving an "actual" sort, and the second, an "ideal" sort. Ranks were then recorded, from one to twelve for each sort, rank one indicating the function judged as *receiving* the most time and attention or as *deserving* the most time and attention. The questionnaire asked for institutional as well as personal data. Both instruments were pre-tested on three groups: a panel of leaders in the junior college student personnel field; students in the Institute for Advanced Study in Student Personnel Administration at the University of Illinois; and faculty members of the Division of Higher Education at the University of Illinois. (Copies of the instruments are included in Appendix A.)

SUBJECTS

A stratified random sample of 200 institutions was drawn from the 643 public junior colleges listed in the *1968 Directory of the American Association of Junior Colleges,* excluding those in the Canal Zone and Puerto Rico. The following criteria were used in the selection process:

(1) both large (enrollments over 1,000) and small community colleges (enrollments of 1,000 or less) should be represented in proportion to their occurrence in the total group
(2) the sample should reflect proportionate geographical distribution
(3) the sample should consist of 200 institutions.

Stratification of the sample, both by location and by size, was undertaken to include CSPAs from all sections of the country and from both large and small community colleges.

For geographical stratification, the continental United States was divided into six regions corresponding to areas served by regional accreditation associations, as shown in Table I. (See Appendix C for list of participating institutions.)

Lists of large and small colleges were prepared for each region. From these lists, using a table of random numbers, samples were drawn that correspond to the proportion of large and small institutions in the national and the regional listings.

PROCEDURES

An initial mailing and two follow-up mail contacts produced a total of 147 usable returns (approximately 73 per cent of the sample). A summary of the sampling data is also shown in Table I.

Analyses of the nationwide data are presented in subsequent chapters. Comparisons of CSPAs are made by size of institution. Because of the small number of respondents in some categories, regional comparisons are indicative only.

Table I

Sampling Data for the 1969 National Study

	No. in population		No. in sample		No. of usable returns		Return Percentage *	
Region	Large	Small	Large	Small	Large	Small	Large	Small
I New England	14	14	4	4	1	4	25%	100%
II Middle States	60	26	19	8	15	1	79%	12%
III Southern	85	98	26	31	22	18	84%	58%
IV North Central	101	108	31	34	24	22	77%	65%
V Northwest	34	16	11	5	11	3	100%	60%
VI Western	80	7	25	2	20	1	80%	50%
Totals	374	269	116	84	93	49	80%	58%
Grand Totals	643		200		142		71%	

Region	Total in sample	Total return	Return percentage
I	8	5	62%
II	27	16	59%
III	57	40	70%
IV	65	46	71%
V	16	14	87%
VI	27	21	78%
	200	142	71%

*Rounded to nearest whole percentage

9 16 9

THE MIDWEST STUDY

PURPOSE

The initial purpose of this 1967 study was to compare the chief student personnel administrators in two educational settings: two-year and four-year public institutions of higher education in the Midwest. For this Monograph, however, only the findings pertinent to the two-year college will be reported. The specific areas compared were: (1) institutional and personal characteristics; (2) educational background and occupational histories; (3) teaching responsibilities, rank, and tenure; and (4) 32 selected student personnel functions supervised or performed by the CSPAs and their attitudes to these functions.

Because it did not provide enough information of the kind to be elicited by this study, a review of the literature itself was considered of no use. The most fruitful course of investigation seemed to be one directed to the CSPA himself as the most informed source about his own background and activities. Personal interviews were eliminated from consideration because of the time involved, the technical difficulty in developing an appropriate instrument, and the cost of visiting each campus.

THE QUESTIONNAIRE

Data for this study were gathered by a mailed questionnaire (Appendix B). The use of this procedure was based on the assumptions that the respondents would be candid, that the intent of each question would be understood by the respondent, that responses would reflect the intent of the respondent, and that the researcher could correctly interpret the responses.

The original mailing of the questionnaire was followed with reminder letters, at two- and four-week intervals, to those who had not yet replied.

For the 32 student personnel functions (Item 30 of the questionnaire), each CSPA was asked to indicate the following:

1. functions for which he had general supervisory responsibility
2. functions over which he thought he *should* have general supervisory responsibility
3. functions over which he thought he *should not* have general supervisory responsibility
4. functions that he performed personally

5. functions that he thought he *should* perform personally
6. functions that he thought he *should not* perform personally.

INSTITUTIONS

This study was limited to institutions listed in the *Education Directory, 1965-66, Part 3: Higher Education* (7) that met the following criteria: they were public institutions, they were coeducational, and were located in Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.

Ninety-three two-year colleges met the criteria. Usable returns were received from 73—or 80 per cent—of the colleges. (Appendix D lists the participating institutions.)

For the year 1966-1967, these 73 participating institutions ranged in size of enrollment from less than 500 to over 20,000 students.

Analyses of the data obtained by this Midwest study are presented in later chapters. In the many instances where comparable information was secured in each study, a degree of cross-validation is indicated.

CHAPTER III

CHARACTERISTICS OF CHIEF STUDENT PERSONNEL ADMINISTRATORS

This chapter reports findings of both the Nationwide and Midwest Studies as they relate to (1) the institutional and personal characteristics, (2) the educational and occupational backgrounds, and (3) the teaching responsibilities, rank, and tenure of chief student personnel administrators in community colleges.

POSITION IN ORGANIZATIONAL HIERARCHY

Chief student personnel administrators hold a variety of titles, as shown in Table II.

Table II

Titles Used by Chief Student Personnel Administrators

Midwest Study

Titles	Number	Percentage
Dean of Students	28	38.4
Director of Student Services	16	21.9
Registrar	3	4.1
Director of Counseling	5	6.8
Dean of Admissions and Guidance	5	6.8
Administrative Assistant	1	1.4
Assistant Dean	5	6.8
Vice President of Student Services	1	1.4
Dean of Women	1	1.4
Dean of Men	2	2.8
Dean of College	5	6.8
Other	1	1.4
Total	73	100.0

In public junior colleges surveyed in the Midwest, the most frequently occurring titles are Dean of Students and Director of Student Services. Other titles suggest more limited or varied responsibilities. Whatever their titles, 42.5 per cent of these CSPAs were directly responsible to the college dean, 38.4 per cent to the president, and 12.1 per cent to the vice president. A few CSPAs were responsible to either the superintendent or the college director. However, it should be noted that in two-year institutions, the title of dean is often synonymous with president. Thus, most of the CSPAs reported directly to the administrator with overall institutional responsibility.

AGE

The findings (Table III) that most CSPAs in these studies are in their thirties and forties, with an average age in the early forties, are similar to those of Ayers, Russel, and Tripp (3). Although differences in size of institution do not reflect differences in mean age, more CSPAs are under forty in the small colleges, suggesting that positions in these colleges may serve as entry jobs for younger student personnel administrators.

Table III

Age of Respondents

	National Study		Midwest Study	
Age Range	Number	Percentage	Number	Percentage
20 - 29	5	3.4	3	4.1
30 - 39	55	37.4	31	42.4
40 - 49	48	32.7	22	30.1
50 - 59	33	22.4	15	20.4
60 - 69	4	2.7	2	2.8
No response	2	1.4	0	0
Total	147	100.0	73	100.0
Mean Ages	42.6		41.9	

SEX

Both studies asked the sex of respondents. In the National Study, only seven respondents were female and 138 were male; two CSPAs did not respond. The Midwest Study revealed sixty-five male and eight female subjects. It is evident from both studies that women holding positions as chief student personnel administrators are a distinct minority. In fact, the likelihood of a woman becoming a CSPA is about one in ten.

ACADEMIC PREPARATION

Highest earned degrees, dates of earned degrees, and fields of preparation of CSPAs were also explored. In the national sample, 74.8 per cent of the CSPAs held the master's degree; 22.4 per cent, the doctorate; and 2.0 per cent, the bachelor's. One per cent did not respond. In the Midwest population, 78.1 per cent held master's degrees and 21.4 per cent, the doctorate.

It was further found that more CSPAs in the large institutions have earned doctorates than in the small institutions. The doctorate, however, is not the "union card" for student personnel administration in a community college—the most typical degree is still the master's. Nearly all the CSPAs without a doctorate, nevertheless, reported taking additional course work. Although they were not asked if the additional hours applied toward a doctor's degree, over a third had completed at least 37 hours beyond the master's.

Fields of academic preparation of CSPAs were investigated in different ways in the two studies: in terms of last degree for the National Study, and in terms of undergraduate, master's, and doctoral majors for the Midwest Study. Findings are shown in Tables IV and V.

Approximately three-fourths of the CSPAs hold their last earned degrees in the field of education, most commonly in administration or counseling and guidance. Only a relatively few concentrated on student personnel administration, probably reflecting the lack of graduate schools where this specialty was available when the respondents received their formal education.

Table IV

Fields of Academic Preparation of CSPAs in the National Study, Based on Highest Earned Degree

Fields	Number	Percentage
Education		
general education	15	10.2
special education	1	.7
administration	36	24.5
educational psychology	3	2.0
counseling and guidance	38	25.9
student personnel administration	19	12.9
Social Sciences history, law, psychology, government . . .	13	8.8
Humanities English and journalism, fine and applied arts, philosophy, religion, speech and drama . . .	5	3.4
Sciences biology, engineering, forestry, health, mathematics . . .	8	5.4
Other categories business and commerce, home economics, physical education, industrial arts in education . . .	8	5.4
No response	1	.6
Totals	147	100.0

Table V

Majors of CSPAs in the Midwest Study

	Undergraduate Degree		Master's Degree		Doctorate	
	Number	Percentage	Number	Percentage	Number	Percentage
Education						
General	0	0	2	2.7	0	0
Administrative	0	0	13	17.8	4	25.5
Educational psychology	0	0	1	1.4	0	0
Guidance and counseling	0	0	31	42.5	3	18.7
Student personnel administration	0	0	1	1.4	4	25.0
Social science	27	37.0	11	15.0	3	18.8
Science	13	17.8	4	5.5	0	0
Humanities	11	15.0	4	5.5	2	12.5
Miscellaneous	22	30.2	6	8.2	0	0
Total	73	100.0	73	100.0	16	100.0

As shown in Table V, undergraduate majors designated in the Midwest Study were varied. However, over half the respondents concentrated at the undergraduate level in social sciences and humanities, probably following the same humanistic interests that later led them into student personnel work. At the master's degree level, the principal fields of concentration shifted toward professional education. Education continued to be the major emphasis in the doctoral degrees, with the largest number of CSPAs concentrating either in administration, counseling and guidance, or student personnel administration. When CSPAs contacted in the Midwest Study were asked to state their opinions on the educational background and technical competencies they felt necessary for their position, however, other emphases emerged. While many respondents (32.4 per cent) designated a preference for a counseling and guidance background, a sizable number (20.6 per cent) pointed to behavioral science. Administration and student personnel administration accounted for 14.4 per cent and 11.5 per cent respectively. Of the technical competencies listed in the questionnaire, 24.1 per cent indicated administrative

ability; 22.7 per cent, testing; 19.9 per cent, counseling ability; 13.8 per cent, data processing expertise; 12.5 per cent, human relations; and 7.0 per cent, communication skills.

It is interesting to note that nearly a third of the chief student personnel administrators felt that the preferred academic background was counseling and guidance. Only about a fourth listed administrative ability among their needed technical skills, and, in the opinion of about a third of the CSPAs, student personnel work generally should have been emphasized more. These findings suggest (see Chapter VI, Functions) that CSPAs see themselves more as counselors or student personnel workers than as administrators.

Length of time in present position was investigated in both studies. Although the data were collected in different ways, results are again comparable. The National Study reported a range from 0.1 to 22.0 years with a mean of 4.23 for large colleges. Small colleges revealed a longer span of service—from 1.0 to 25.0 years with a mean of 4.76. For all respondents, a mean of 4.41 years with a range of 0.1 to 25.0 was reported. The Midwest Study reported a range of 1 to 20-plus years in present position, with a percentage range from 56.2 per cent for one to two years' service to 1.4 per cent for those serving twenty years or more. Clustering occurred in the first three categories, from one to six years, with a total of 86.3 per cent for the six years.

While some chief student personnel administrators have been in their present positions for as long as twenty-five years, the average tenure is slightly under five years. Over half the CSPAs in the Midwest Study have been in their present position for two years or less. Possible regional differences are suggested in that CSPAs in the North Central and Western areas appear to have held their positions somewhat longer than those in other areas. Differences in tenure seemed unrelated to size of institution. These findings suggest a rather high mobility among CSPAs. However, factors not explored in either study, such as age of institution and age of the person in relation to years in the position, may be involved. It is also possible that some older colleges have only recently consolidated their student personnel services under one administrator.

From what positions CSPAs are recruited is a matter of interest, both to the profession and to aspirants for positions in it. Both studies sought information on this point.

One unmistakable conclusion from these data is that moving directly from graduate school to a position as a CSPA appears most unlikely—a total of only two graduate students, in both studies combined, immediately became chief student personnel administrators.

In both studies, slightly over half (57.2 per cent in the National Study and 54.7 per cent in the Midwest Study) came from positions in higher education—as administrators, counselors, or teachers. Although the level of higher education was not identified in the Midwest Study, findings of the National Study indicate that the largest single source of CSPAs in community colleges (41.5 per cent) is personnel in the two-year colleges themselves. Public schools provided 38.4 per cent in the National Study and 42.3 per cent in the Midwest Study. About one-fifth of the CSPAs in each study moved to their present positions from another job involving some administrative responsibility. Thus, most CSPAs are not experienced administrators at the time of their initial employment.

Responses from CSPAs in the Midwest Study indicate a trend toward promotion to their present positions from within their own institutions, thus confirming the hypothesis that the community colleges themselves are the largest single source of CSPAs. One can only speculate on why more than 40 per cent of those newly promoted to CSPAs had moved from large to small institutions to assume their present positions. Possibly the move from counselor, teacher, or minor administrator in a large institution to a deanship in a smaller college represented more responsibility, salary, and status.

In addition to their administrative responsibilities, how much do CSPAs teach? Findings from the Midwest Study indicate that only 17.8 per cent were members of a teaching department, while 30.1 per cent had previously taught. Academic rank was held by only 16.4 per cent but, surprisingly, 45.2 per cent had tenure in their schools.

Salary data were collected from respondents in the National Study. Since the following figures were obtained during the spring of 1967, the overall 18 per cent increase in cash compensation, identified by the 1969-70 College and University Personnel Association Administrative Compensation Survey for CSPAs (21), should be added to give a realistic picture of current salaries.

Table VI

Salaries of CSPAs in the National Study (Spring 1967)

Category	Salary Range	Mean Salary
Large colleges	8,000 - 24,950	15,995
Small colleges	6,812 - 18,100	11,542
All respondents	6,812 - 24,950	14,455
No response (6)		

As might be expected, salaries of CSPAs are higher in the large than in the small colleges. By geographical area, highest salaries overall are in the Western Region (California), next highest in the Middle States Region, and lowest in the Southern Region.

PROFESSIONAL ASSOCIATIONS

Respondents in the National Study were asked to check, on a list of national professional associations relevant to student personnel work, the organizations to which they belong. Table VII summarizes the responses.

Table VII

National Study — Professional Affiliations of CSPAs

	Large colleges		Small colleges		All respondents	
Association	Number	Percentage	Number	Percentage	Number	Percentage
APGA	63	65.6	19	37.2	82	55.8
ACPA	6	6.2	1	1.9	7	4.8
NAWDC	1	1.0			1	0.7
NASPA	31	32.3	7	13.7	38	25.8
AAHE	25	26.0	8	15.6	33	22.4
NEA	8	8.3	10	19.6	18	12.2
AAUP	3	3.1	1	1.9	4	2.7
AAJC	5	5.2	1	1.9	6	4.1
APA	2	2.1			2	1.3
PDK	7	7.3	3	5.8	10	6.8

Apparently fewer CSPAs from the small colleges than from the large ones affiliate with the national professional groups (except for the National Education Association). The small number who listed membership in the American College Personnel Association (ACPA) is surprising, although it may be that others, who listed their affiliation with the American Personnel and Guidance Association, the parent group, also belong to the ACPA. Since the latter organization has been specifically concerned with junior college student personnel work, through Commission XI (the Junior College Student Personnel Commission) since 1961, it seems an appropriate professional home for student personnel administrators in community colleges.

CHAPTER IV

ADMINISTRATIVE PROBLEMS AND GOALS

In the National Study, chief student personnel administrators were asked, "What is your most pressing administrative problem?" A content analysis of the responses of 132 student personnel administrators is summarized in Table VIII.

The CSPAs found their most frequent problems were understaffing and tight budgets—concerns that appeared inseparable—and too little time to get the work done. They also expressed feelings of lack of support—by the president and by other faculty—and of difficulty in establishing professional status for student personnel work within the administrative structure. They voiced some concern over student conduct and over a group of problems related to such administrative aspects as organization of student personnel services, long-range planning, and program development. A few CSPAs were concerned with facilities, paperwork, and miscellaneous matters.

Responses of the thirty CSPAs who work in multi-institutional districts (of two to eight colleges) are summarized in Table IX.

Apparently being chief student personnel administrator on a campus of a multi-unit district does not essentially alter the problems: CSPAs are still concerned with lack of staff, money, and time. Coordination of student personnel services throughout the district is apparently of relatively little concern, either because it is working smoothly or because the campus feels no need for it.

Both for respondents as a whole and for CSPAs in multi-institutional systems, student conduct and student unrest are not among the most pressing problems. In the large community colleges, however, the situation changes somewhat. In the National Study, 23.8 per cent of the subjects designated "immediate pressures: student unrest"; 19.0 per cent indicated "insufficient staff and budget"; and 14.3 per cent responded to "inadequate faculty-administration support" and to "not enough time."

In colleges of 5,000 or more students, student unrest was mentioned as the most pressing problem by approximately one-fifth of the CSPAs. Other problems are similar to those of their colleagues in smaller institutions.

Table VIII

National Study — Most Pressing Administrative Problems of CSPAs

		Number	Percentage
Insufficient staff and budget		37	28.0
Inadequate faculty-administrative support		20	15.1
Not enough time to get the job done		20	15.1
Immediate pressures			
student unrest	7		
student conduct	5		
student apathy	1		
racial problems	1		
	14	14	10.6
Administrative aspects			
organizing the work	3		
developing and implementing student personnel philosophy	1		
long-range planning	1		
research and evaluation	1		
departmental organization	5		
program development	2		
use of data processing	1		
	14	14	10.6
Concern with specific student personnel function			
academic advising	2		
admission counseling	1		
college union	1		
recruitment of technical students	2		
athletics	1		
housing	1		
registration	1		
	9	9	6.8
Inadequate facilities		6	4.5
Trivia (paperwork)		6	4.5
Miscellaneous			
finding qualified staff	1		
maintaining staff-student ratio with rising enrollment	1		
coordination among multi-campus student personnel offices	2		
state legislation	1		
self-development	1		
	6	6	4.5
		132	
No response	8		
Unusable (received too late to record)	2		
	10	10	
		142	

Table IX
Administrative Problems of CSPAs in Multi-unit Colleges

National Study		Number	Percentage
Insufficient staff and budget		7	23.3
Not enough time		5	16.7
Immediate pressures			
student unrest	2		
student conduct	3		
	5	5	16.7
Trivia		3	10.0
Administrative aspects			
development and implementation of student personnel philosophy	1		
departmental organization	2		
	3	3	10.0
Student personnel functions: academic advising		2	6.7
Co-ordination multi-campus student personnel		2	6.7
Not enough faculty-administrative support		1	3.3
No response		2	6.7
		30	100.0

PROFESSIONAL GOALS

Would CSPAs really like to be presidents or do they plan to make a career of student personnel administration in the community colleges? To secure answers to this question, we asked respondents to indicate their professional goal five years hence. Their replies, though varied, were clustered around the desire to be dean of students (in present institutions by 46.3 per cent and in another institution by 12.9 per cent) and to be college president (17.0 per cent).

For whatever reasons, nearly three-fifths of the CSPAs said they wanted to continue in student personnel administration—either in their present positions or at another institution. On the one hand, those in small colleges seem somewhat more eager to change positions—perhaps to a large college with more pay or prestige. On the other hand, CSPAs in the large colleges seem rather more interested in becoming college presidents. On the whole, CSPAs plan to remain in their present careers. Our data do not indicate whether they plan to stay because they find satisfaction in their jobs or because pay and prestige hold them there. At least the majority seem to be saying that the positive aspects outweigh the negative.

CHAPTER V

STAFFING OF STUDENT PERSONNEL PROGRAMS

Many factors are involved in creating an effective student personnel program in a community college—college philosophy and goals, strong support from top administration and the board, adequate facilities, and, of course, the administrative and professional skills of the student personnel administrator. Certainly the quantity and quality of student personnel staff not only are crucial elements but also in a sense indicate the value the college assigns to its program. A major objective of the National Study was, therefore, to secure current data on community college student personnel staffs in terms of both numbers assigned to carrying out major functions and (as a rough measure of quality) their academic preparation.

Staffing was a major concern of the Carnegie Project, *The Appraisal and Development of Junior College Student Personnel Programs,* which included a two-year study of student personnel work in two-year colleges, under the leadership of an outstanding national committee headed by McConnell, with Raines as Project Director (12, 16). In the Carnegie Project, five basic administrative student personnel units were identified: Admissions, Registration and Records, Placement and Financial Aids, Student Activities, Guidance and Counseling, and Central Administration. From a careful analysis of each function and its related activities, as well as from man-hours required of the staff, the National Committee recommended staffing patterns for each administrative unit, based on head-count enrollment (16:37). These staffing recommendations, representing the best judgment of qualified experts in 1965, seem minimal today, when the emerging goal of student personnel work as change agent and human development facilitator for a complex and confused society calls for increased effort and increased commitment. However minimal, the recommendations provide a set of standards against which the present situation can be evaluated.

STAFFING PATTERNS

The data obtained presented a confused picture, perhaps because of lack of clarity in the questionnaire, in the situation, or in both. Many student personnel services are not organized to fit the recommended pattern: some functions are not the responsibility of the CSPA. Moreover, lack of staff, particularly in the smaller institutions, causes the professional to wear many hats.

It was possible to make judgments on whether the number of professional and clerical staff conducting a given function in each institution appeared to meet, exceed, or fall below the Carnegie Project recommendations. The actual staffing pattern in Admissions and in Registration and Records for colleges ranging from 500 to 10,000 enrollment reveals that only those with a 500 enrollment most closely meet the number of staff recommended to fulfill the functions of that office successfully. The other colleges are in every case understaffed.

In general, staffing in the Counseling and Guidance area more nearly meets recommended standards. Colleges with enrollments of 2,500 or more tend to employ a director of counseling; four-fifths have the recommended number of counselors. With 5,000 students, clerical staff appear to be more than adequate, but the number of counselors does not seem to keep pace with increased enrollment.

When Placement and Financial Aids are examined, colleges in the lowest enrollment categories most nearly fulfill the criteria. A full-time director is employed by most colleges in the 5,000 student range, but often without sufficient clerical or professional back-up. The large colleges clearly recognize the need for a director: they exceed the recommendations in some cases in additional professional staff, but do not provide the recommended number of clerical staff.

When Student Activities are considered, it is found that recommended standards are not generally met. Although, in some instances, the number of professionals (other than the director) exceeds the recommendations, two-thirds of the colleges with 2,500 or more students do not designate a director for the development of a student activities program. An adequate clerical staff is available in half or more of the colleges with 2,500 or more students. In general, the most frequently mentioned, the most pressing administrative problem of CSPAs–lack of staff and budget–appears to be confirmed by the data. Many CSPAs lack administrative staff to whom responsibility can be delegated in major student personnel areas. Thus CSPAs are pressed into direct service to students and into direct supervision of too many professionals, with the result that they have little time for such important managerial and leadership functions as long-range planning, evaluation, and in-service training of staff. (See Chapter VI.) Daily pressures and crises inevitably combine to lessen the impact of the CSPA on the total educational program of the college.

DEGREES HELD BY STAFF

"In view of the crucial nature of the student personnel program," the National Steering Committee for the Carnegie Project on junior college student personnel programs strongly urged the adoption of a set of professional qualifications for staff working within the various administrative units. These qualifications included not only relevant experience but also a master's degree in the behavioral sciences, in

Table X

Academic Degrees of Staff in
Admissions and in Registration and Records

National Study

Enrollments	Staff position	Percentage with doctorate	Percentage with masters	Percentage with bachelors	Percentage with no degree
500	Director	-	92	8	-
	Professional	-	89	9	12
1,000	Director	2	89	9	-
	Professional	-	91	-	9
2,500	Director	4	88	8	-
	Professional	-	92	-	8
5,000	Director	-	86	14	-
	Professional	-	72	14	14
10,000	Director	-	100	-	-
	Professional	-	100	-	-

Table XI

Academic Degrees of Staff in
Counseling and Guidance

National Study

Enrollments	Staff position	Percentage with doctorate	Percentage with masters	Percentage with bachelors	Percentage with no degree
500	Director	4	92	4	-
	Professional	-	96	2	2
1,000	Director	6	85	9	-
	Professional	4	84	6	6
2,500	Director	28	68	4	-
	Professional	12	76	8	4
5,000	Director	27	73	-	-
	Professional	33	67	-	-
10,000	Director	-	100	-	-
	Professional	17	66	17	-

National Study

Table XII
Academic Degrees of Staff in
Placement and Financial Aids

Enrollments	Staff position	Percentage with doctorate	Percentage with masters	Percentage with bachelors	Percentage with no degree
500	Director	-	94	6	-
	Professional	-	98	-	2
1,000	Director	2	98	-	-
	Professional	-	77	17	6
2,500	Director	4	80	12	4
	Professional	-	84	8	8
5,000	Director	7	59	27	7
	Professional	-	93	7	-
10,000	Director	-	100	-	-
	Professional	-	83	17	-

Table XIII

National Study

Academic Degrees of Staff in
Student Activities

Enrollments	Staff position	Percentage with doctorate	Percentage with masters	Percentage with bachelors	Percentage with no degree
500	Director	2	94	4	-
	Professional	-	98	-	2
1,000	Director	-	89	11	-
	Professional	-	85	4	-
2,500	Director	-	92	8	-
	Professional	-	84	12	4
5,000	Director	-	100	-	-
	Professional	-	93	7	-
10,000	Director	-	100	-	-
	Professional	-	100	-	-

student personnel work, or in a closely related field, "with the exception of the supervisor or director of counseling and guidance who, in the judgment of the committee, should have a doctorate or near-doctorate, with major emphasis in counseling" (16:35-36).

The National Study obtained data on the academic preparation of staff presently working in the various administrative units identified by the Carnegie Project. These findings are summarized in Tables X, XI, XII, and XIII.

As might be predicted, more directors of counseling and counselors have doctorates than is true of staff in any other area. It is disheartening to discover, however, that some professionals (even directors) have only bachelor's degrees. Hopefully the non-degree and bachelor's-degree people have paraprofessional status and work under professional supervision. The data suggest (although designations were not made clear) that, in colleges of 5,000 or more students, professional counseling and director of counseling positions are firmly established as requiring at least the master's degree.

Except for a few doctorates, most professional staff in Financial Aids and in Registration and Records have master's degrees. Those who serve as directors without master's degrees cannot be expected to develop programs that incorporate Guidance and Counseling functions or to approach Placement and Financial Aids according to the total needs of the student.

Student Activities staff are least likely to hold doctorates. While a master's degree is typical, some staff, including directors, hold only bachelor's degrees. Unless these individuals are working under close supervision, it is unlikely that their Student Activities programs will reach their full potential as important contributors to the educational experience of students outside the classroom.

CHAPTER VI

ADMINISTRATIVE ROLES AND FUNCTIONS

Both the National and Midwest studies investigated functions performed by chief student personnel administrators in community colleges.

NATIONAL STUDY

Respondents in this study were asked to rank a set of twelve items that described broad administrative functions according to the time and attention typically given them. The function receiving the most time and attention was to be given a rank of one, and so on, with the function receiving the least time and attention ranked twelfth. In a second sort, respondents were asked to rank items by the amount of time and attention they felt the functions *should* be given to increase the effectiveness of the program at their college. Thus the first sort constituted an actual ranking, and the second sort, an ideal ranking.

The twelve administrative functions, with the *actual* and *ideal* sort ranks, are presented in Table XIV.

As might be anticipated, CSPAs in the large colleges devote less time and attention to working directly with students and more to resolving immediate problems. Regardless of the size of the institution, they express the need to give more time and attention to developing student personnel philosophy and goals. Particularly in the larger colleges, deans feel they should be more involved in long-range planning and professional activities. Directing the work receives a consistently high ranking, both on the actual and ideal sorts, while staffing and budgeting are ranked low. Despite their concern with problems related to insufficient staff and budget, CSPAs show little interest in these vital areas.

Relatively high and highly significant correlations were obtained between actual and ideal sorts in the New England and California institutions. The CSPAs from the New England and Western regions apparently do rather consistently what they feel they should be doing. In the Southern and Northwestern regions, only a chance relationship seems to exist between actual and ideal rankings. Rankings of CSPAs in the North Central and Middle States are moderate–significant at the five-per-cent level–indicating that some degree of relationship exists. The highly significant relationships obtained in some regions may reflect the influence of accrediting associations or of the effectiveness of regional meetings and workshops. California was the first state to develop guidelines for student personnel services.

Table XIV
Actual and Ideal Sort Designations
According to Administrative Functions (National Study)

	Number of Respondents	
	Actual	Ideal
A. Providing direct services to students (counseling, advising, sponsoring groups, testing)	3	4
B. Reporting (keeping the president, other administrators, staff, faculty, and students informed)	5	10
C. Cooperating with other areas on joint concerns (serving on college committees, working on faculty advising, cooperative placement, institutional research and articulation)	6	7
D. Performing non-college professional activities (reading professional literature, participating in local, state, and national organizations)	11	6
E. Long-range planning (planning policies and procedures to implement student personnel philosophy and goals)	7	5
F. Resolving immediate problems (handling crises, disciplinary matters, or other problems involving students, faculty, staff, or others)	2	9
G. Budgeting (preparing, defending, monitoring the budget, and allocating equipment and supplies)	10	12
H. Staffing (recruiting, hiring, orienting, and providing in-service training for professional and clerical staff)	12	11
I. Developing philosophy and goals (developing and appraising philosophy and goals for the student personnel program as a whole and for its various areas or functions)	8	3
J. Organizing the work (developing and appraising the program's organizational structure, delegating and defining responsibility, organizing the duties of professional and clerical staff)	4	2
K. Evaluating the program (planning, directing, or personally conducting the research on effectiveness)	9	8
L. Directing the work (providing leadership and supervision, coordinating work of the various offices, interrelating various functions, resolving conflicts and duplications)	1	1

It is also interesting to note that the relationship between actual and ideal rankings is more significant in the small colleges and in those with 5,000 or more students; CSPAs in both small and large institutions are apparently more sure of their role. In colleges of intermediate size, deans are torn between being administrators and student personnel workers. In the large institutions they appear to be primarily the former; in the small institutions, primarily the latter.

A highly significant difference was found in time and attention actually devoted to Item A (Direct Services to Students) by size of college. As indicated by the size of means, the trend is for the small institutions to give this item a higher ranking (closer to first position) than the large institutions do. Item F (Resolving Immediate Problems) received a significantly higher overall ranking by the large institutions, suggesting that, with more students, there are more brush fires to put out. Item H (Staffing) was ranked significantly higher by CSPAs in the large colleges. Apparently the important differences in the way chief student personnel administrators function in the large as compared with small community colleges lie in three areas: Direct Services to Students, Staffing, and Resolving Immediate Problems.

Highly significant differences in ideal rankings were also obtained between rankings on Item A (Direct Services to Students) by size of institution; CSPAs in the small colleges feel they should be devoting more time and attention to this than do CSPAs in large colleges. Item E (Long-Range Planning) also reflects a significant difference in ideal ranking by size of college, the trend being for CSPAs in the large colleges to feel they should devote more time to this function.

Table XV explores the sources of differences within actual rankings and within ideal rankings by examining size and region.

Variations in both the actual and ideal rankings are attributable to several sources: region, size, and the apparent interaction of these two factors. Significant differences among actual rankings of Item A (Direct Services to Students) are attributable to size, while differences in rankings of Item B (Reporting) are attributable to size and region as well as to the interaction of these two factors. On the other hand, significant differences in ranks assigned to Item F (Resolving Immediate Problems) are apparently related only to size of institution.

Size of the college accounts for the variance between ideal rankings on Items A (Direct Services to Students) and E (Long-Range Planning). Significant differences in Item G (Budgeting) are apparently attributable both to regional and size variances. Rankings on Item L (Directing the Work) vary significantly by both region and size.

Table XV

Analysis of Differences in Actual and Ideal Sorts, by Size and Region, Based on Two-way Analysis of Variance

National Study	Actual Rankings			Ideal Rankings		
	Regional source	Size factor source	Inter-action	Regional source	Size factor source	Inter-action
A	NSD	<.05	NSD	NSD	<.05	NSD
B	<.05	.01	<.05	NSD	NSD	NSD
C	NSD	NSD	NSD	NSD	NSD	NSD
D	NSD	NSD	NSD	NSD	NSD	NSD
E	NSD	NSD	NSD	NSD	<.05	NSD
F	NSD	<.01	NSD	NSD	NSD	NSD
G	NSD	NSD	NSD	<.05	NSD	<.05
H	NSD	NSD	NSD	NSD	NSD	NSD
I	NSD	NSD	NSD	NSD	NSD	NSD
J	NSD	NSD	NSD	NSD	NSD	NSD
K	NSD	NSD	NSD	NSD	<.01	NSD
L	NSD	NSD	NSD	<.05	<.05	NSD

MIDWEST STUDY

In the Midwest Study the CSPAs were asked to list and rank the functions that:

1. actually required a major portion of their time
2. they thought they should spend more time on
3. required a disproportionate amount of their time.

The data indicated that the size of the institution had no effect on the functions reported by the CSPAs. In this study they did not spend most of their time working directly with students, even though the deans listed student counseling as one of the top five functions.

The CSPAs reported spending most of their time on long-range planning, student counseling, and staff supervision, and also indicated that they needed more time for these functions. Interestingly, some deans said they spent *too much* time on student activities and student counseling, while others needed to spend *more* time on the same functions.

As there is considerable discussion on the importance of counseling in the preparation of CSPAs, it was decided to determine the relationship between their educational background and attitudes and the extent to which they personally performed the counseling function.

The relationship between counseling and educational background cannot be assumed to be a cause-and-effect relationship; nevertheless, in the Midwest study, a higher percentage (42.2 per cent) of CSPAs with a degree in guidance and counseling or student work personally performed the counseling function (and thought they should) than those who held other degrees.

In the Midwest Study the CSPAs were presented with a list of thirty-two student personnel functions:

Admissions
Student recruitment
Registration and records
Counseling
- Personal (educational and vocational)
- Academic (advising)
- Pre-college

Testing
- Pre-college

Discipline
Extracurricular activities
- Academic and department clubs
- Fraternities and sororities
- Intercollegiate athletics
- Intramural athletics
- Student government
- Student publications

Financial aids
Health service
Housing
Food service
Orientation
Placement
Security
International students (foreign)
Remedial clinics
Religious affairs
Student union
Veterans' affairs
Budget planning
Selection of staff
Public relations

They were asked to indicate the functions for which they

1. had general supervisory responsibility
2. thought they *should* have responsibility
3. thought they should *not* have responsibility
4. personally performed on a day-to-day basis
5. thought they *should* personally perform
6. thought they should *not* personally perform

Over 50 per cent of them had general supervisory responsibilitiy for 20 of the 32 listed functions. On these functions–counseling, discipline, orientation, budget planning, and staff selection–there was high agreement that they should have and personally carry out these responsibilities. For those functions where 50 per cent or more of the CSPAs had supervisory responsibility, there was a high level of agreement only on admissions and student recruitment. Fifty per cent or more of the deans in colleges with an enrollment between 500 and 999 did not want general supervisory responsibility for food service, security, remedial clinics, or religious affairs. Also, over 50 per cent of them did not want to be personally involved with intercollegiate or intramural athletics, food service, security, or religious affairs.

Within the enrollment category of 1,000 to 2,499 (eighteen colleges), the only functions where less than half the CSPAs reported having general supervisory responsibility were extracurricular activities (excluding student government and academic clubs), food service, security, remedial clinics, and religious affairs.

Only security was mentioned by more than half the CSPAs in colleges with a 1,000-2,499 enrollment as the one function for which they thought they should not have responsibility.

In the colleges of 2,500 to 4,999 over half the two-year college deans had responsibility for all but six of the thirty-two functions. The six were: Greek-letter organizations, housing, food service, security, remedial clinics, and religious affairs. It is notable in the Midwest Study that some of the same functions over which the deans did not have general supervisory responsibility appear in the 5,000 to 9,999 size as well, i.e., security, housing, food, and religious affairs.

Relatively few functions were personally performed by the two-year college deans, although counseling was emphasized regardless of the size of the college. It is noteworthy that budget planning was not done in the small or large institutions and that only in the 1,000-2,499 size did the deans select the staff. The data further indicated that deans did not have responsibility for: fraternities and sororities, housing, food service, remedial clinics, security, and religious affairs. These findings clearly indicate that size is not a major factor in determining the functions for which deans have general supervisory responsibility or those they personally perform.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Few junior college educators would deny the important role of student personnel work in implementing the diverse educational goals to which junior colleges are committed. Two major foundations, Carnegie, and most recently, Esso, have invested large sums of money to evaluate the effectiveness of junior college personnel work. The Carnegie Project of 1965 revealed that existing student personnel programs were seriously inadequate; the Esso Study is currently in progress.

Since findings of the Carnegie Project were released, considerable attention has been given by professional groups, universities, and governmental agencies to upgrading junior college student personnel services generally. It is curious, however, that the key person in developing an effective student personnel program–the chief student personnel administrator–has been largely ignored. Virtually nothing is known about deans of students–their characteristics, their problems, their academic and occupational backgrounds, their professional goals, and their methods of functioning.

This Monograph reports the results of two studies, independently undertaken, that explored the role and characteristics of chief student personnel workers. The validity of the studies is enhanced by the similarity of their results.

THE STUDIES

THE NATIONAL STUDY

Chief student personnel administrators, in a stratified random sample of public junior colleges drawn from the 1968 *Junior College Directory* by size and geographical region, were asked to complete: (1) a modified Q-sort instrument in which they ranked twelve basic administrative functions according to the time and attention they typically devoted to them, and according to the time and attention they felt *should* be devoted to them; and (2) a questionnaire that requested information on personal characteristics, academic preparation, recent occupational history, most pressing problems, professional goals, and staff for whom the student personnel administrators were responsible. Public junior colleges with enrollments of over and under 1,000 students were represented in the sample by national and regional proportion, permitting comparisons of data by both region and size. One hundred forty-seven (approximately 73 per cent) of the returns were usable.

THE MIDWEST STUDY

Questionnaires were mailed to CSPAs in all the public two-year colleges in Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin. Usable returns were received from 77 (80 per cent) of the colleges. The CSPAs were asked to provide data on institutional and personal characteristics, educational background, occupational history, teaching responsibilities, rank and tenure, and selected student personnel functions supervised or performed.

THE COMBINED STUDIES

A preliminary picture of chief student personnel workers in community colleges emerges from the combined results of these two studies. While previous chapters have identified findings by study, this one presents a unified summary.

SUMMARY

POSITION OF CSPAs WITHIN THE ORGANIZATIONAL STRUCTURE

Chief student personnel administrators hold a variety of titles, the most common being dean of students and director of student services. Typically they report to the president or chief administrative officer of the college.

CHARACTERISTICS OF CSPAs

On the average, CSPAs are in their early forties; in the small colleges, however, a slightly greater proportion are in their thirties. While a few are in their twenties and a few, in the small colleges, are sixty or over, most CSPAs are middle-aged.

Student personnel administration is primarily a male occupation. In the two studies, the percentage of women ranged from approximately five to eight. No region had more than three women CSPAs; in the New England and Northwest regions, respondents were entirely male.

More CSPAs hold doctorates in the large than in the small community colleges, but the most typical degree is the master's. The doctorate is definitely not a "union card." One-third of all CSPAs with master's degrees have earned at least thirty-seven additional credit hours.

Generally, the academic preparation of CSPAs is in education; the most common concentrations are counseling and guidance and administration, with a sprinkling of other fields represented. About 12 per cent hold degrees in student personnel administration. CSPAs express a preference for counseling and guidance as a preparatory field, but feel student personnel administration should be more strongly emphasized.

Typical CSPAs have held their present position for four or five years, with no difference in tenure apparent by size of institution. About half are new deans, in their present jobs for two years or less.

CSPAs are unlikely to move to their positions directly from graduate school. Previous employment in a college, probably a junior college, as counselor or teacher is typical, although about a third are recruited from secondary or elementary schools. Promotion from within the junior college is an apparent trend. About one-fifth held previous positions with some administrative responsibility.

Most CSPAs do not teach and are not members of academic departments, although about a third had taught during the past academic year.

Salaries are higher in the larger community colleges, both on the average and by range. *Some regional differences are evident; e.g.,* salaries are higher in the Western (California) and Middle States regions, and lower in the Southern region.

About two-thirds of the CSPAs belong to the American Personnel and Guidance Association, the national organization with the largest single reported affiliation. A third belong to the National Association of Student Personnel Administrators. Fewer affiliations are reported by CSPAs in the small colleges.

The most pressing problems reported by CSPAs are related to lack of staff, money, time, and administrative support—problems that appear to be interrelated. CSPAs in the large institutions (5,000 or more students) express greater concern over student unrest and student conduct.

Most CSPAs plan to remain so, most of them in their present institution. A few would like to be college president, although this is not a typical professional goal.

STUDENT PERSONNEL STAFF

Especially in the small colleges, the professional staff wears many hats. Surprising numbers classified as professionals in every area, especially in financial aids, placement, and student activities, have only bachelor's degrees. Compared with staffing recommendations by Collins in his discussion of the Carnegie Project (4), student personnel programs are understaffed in all areas, especially in numbers of professional student personnel workers other than directors of specific areas.

ADMINISTRATIVE ROLES

CSPAs as a whole give the most attention to resolving immediate problems and directing and organizing the work. They feel they *should* give primary time and attention to directing and organizing the work and to developing student personnel philosophy and goals. In the small colleges, where the top-ranking item was direct service to students in both actual and ideal sorts, it may be safe to conclude that the CSPAs appear to function more as they feel they should function.

A one-way analysis of variance identified a highly significant difference between the rankings of CSPAs of large and small institutions by time and attention given to providing direct services to students; the small institutions rank this item higher. CSPAs in large colleges give significantly more time and attention to resolving immediate problems and to the recruitment and in-service training of staff. Large institutions feel they should give significantly more attention to long-range planning.

A two-way analysis of variance by size and region indicates significant differences related to both factors and to their interaction by time and attention given to reporting (i.e., keeping others in the institution informed).

Specifically, CSPAs report that they spend most of their time in counseling, staff supervision, registration and records, long-range planning, and administrative detail. They are concerned about the amount of time they must devote to student activities, discipline, counseling, administrative details, and admissions. They feel they should spend more time on long-range planning, staff supervision, public relations, student activities, and counseling. (Those with counseling and guidance backgrounds are more likely to feel they should devote more time to counseling.)

In general, CSPAs feel they should have overall supervisory responsibility for the following services: recruitment of students, financial aids, admissions, counseling, registration and records, veterans' affairs, foreign student advising, testing, and staff selection. Security, housing, food service, and religious affairs are not typical responsibilities—nor are they viewed as desirable ones.

About half the CSPAs are responsible for discipline, but only about a quarter feel they should be. Neither budget planning nor selection of staff is a typical responsibility of the chief student personnel administrator.

CONCLUSIONS

Preparation of chief student personnel administrators still constitutes a major problem area. Neither counseling and guidance nor educational administration provides the kind of broad academic background needed. Since most CSPAs assume their positions some years after leaving graduate school, previous job experience and in-service training are probably more crucial elements. Yet most new deans have not previously held positions that enabled them to experience the full scope of student personnel work or exposed them to the problems of administration generally.

In the small colleges, CSPAs properly perceive their role as providing direct services to students. In the large institutions, they must shift from providing services to supervising them—a shift that apparently presents difficulties to many CSPAs. Counseling and guidance are still the preferred academic preparation. There is great disparity between what CSPAs do and what they feel they *should* do. There is also a disinclination to accept student discipline as an appropriate function. These factors suggest that CSPAs tend to retain the orientation of a counselor, a narrow view that was a concern of the Carnegie Project (4:24).

Like other administrators, CSPAs tend to be crisis-oriented. Resolving immediate problems takes precedence over working with staff, long-range planning, and the development of student personnel philosophy and goals. The data suggest several causal factors, especially lack of staff, of administrative experience, of channels of professional communication, of a broad view, and of top administrative and faculty support.

Problems of understaffing are reported by the CSPAs and documented by staffing patterns. In many instances, problems are compounded by staff members who do not meet the minimum professional standard of a master's degree in a related field—apparently in all areas of junior college student personnel work, people are still appointed because they are "good with kids." Unless those who hold only the bachelor's degree are working at a paraprofessional level under close professional supervision, a serious question arises on the quality of their contribution to the total educational effort of the college and to the self-fulfillment of students.

The large number of CSPAs without national professional affiliations, especially in the small institutions, implies that some have little exposure to professional literature and little awareness of trends and developments outside their own institutions. On the other hand, perhaps the national publications and meetings do not offer any real help to student personnel administrators, particularly in small institutions.

Since few CSPAs prepare their own budgets and hire their own staff, there is the crucial question of who *does* perform these tasks so basic to program development. The responsibility for recruiting and recommending the appointment of qualified staff is too important to entrust to others within the college—and fiscal responsibility, together with accountability, would seem highly in order.

Understaffing, lack of funds, lack of status within the institution—all these problems indicate that student personnel services are still generally perceived by top administration, faculty, and boards of trustees as peripheral rather than central to the educational task of the junior college. More serious yet is the implication that education is still defined by what takes place in the classroom, rather than in the lives of students.

CHAPTER VIII

RECOMMENDATIONS

Two statements of the National Advisory Committee to the Carnegie Study of Junior College Student Personnel Services are highly relevant to the studies this Monograph has reported. According to Collins, the committee called on

> . . .the professionals in the field, the local junior colleges, the university and college graduate schools, the state and regional agencies and–particularly in the area of financial assistance–the philanthropic foundations and the appropriate agencies of the federal government . . . to join forces to make the promise of student personnel services in the junior college into a reality (4:46).

This call rings with even more urgency today, when the junior college is expected to be so many more things to so many more people. Results of the National and Midwest Studies reported here suggest a new focus for these efforts–on the personal and professional development of chief student personnel administrators in the junior colleges.

One recommendation of the National Advisory Committee was that "Potential student personnel administrators should be offered a subsidized doctoral program to prepare them to give professional leadership to all facets of the student personnel program" (4:46).

This recommendation clearly recognizes the importance both of the leadership role of chief student personnel administrators and of their professional preparation. Since our data show that CSPAs seldom move directly into chief administrative positions from graduate school, that they are typically in their late thirties or early forties by the time they assume their positions, and that the highest earned degree of many of them is the master's, preparation other than doctoral-level work seems more appropriate as well as more realistic.

The following eight recommendations are therefore directed to all professional educators concerned with the strengthening of student personnel services in junior colleges.

1. *For the promise of student personnel work to become a reality, junior colleges must accept student personnel work in full partnership with academic instruction in the implementation of educational goals.*

Acceptance of student personnel work as a full partner means more than lip service. In this era of tightening budgets, peripheral services are being cut; if perceived as peripheral, student personnel services will wither. If, on the other hand, they are assigned a central role, they will be accorded their fair share of existing resources. At present, many student personnel programs are severely handicapped by underqualified, inadequate staff.

2. *Chief student personnel administrators, whatever their title, must put their own houses in order.*

They need to move from a crisis to a planning orientation. Too much time and attention are apparently given to putting out brush fires—to the detriment of long-range planning, staff development, and the evolution of philosophy and goals. CSPAs should assume greater responsibility for preparing and monitoring their own budgets and for the recruitment of qualified staff. They must accept and organize the inevitable administrative detail their positions demand. They must willingly assume responsibility, as well as accountability, for effecting positive growth in students. Most important, they must perceive themselves as administrative leaders and managers rather than as counselors or other student personnel specialists.

3. *The training of chief student personnel workers should focus more on short-term institutes and workshops than on doctoral preparation per se.*

When a new administrator assumes his position, he must undertake a new role with new behaviors and new responsibilities. If he has been promoted from within the institution, he is now perceived differently by former colleagues.

In-service training should therefore be available for CSPAs at the time they assume their positions and when they feel a need for renewal, regeneration, and skill upgrading. Short-term institutes and workshops should focus on the two broad aspects of student personnel administration—leadership and management. They should also discuss the scope and potential of student personnel work and consider common problems.

A recent survey of the in-service training needs of two-year college faculty and staff, addressed to presidents, was conducted by the American Association of Junior Colleges. Responses indicated a preference for in-service training close to the college, during the

school year, lasting one or two weeks, and for graduate credit. They also indicated a need for in-service training in college administration and supervision. Counseling and guidance needs included group dynamics and human relations, general aspects of counseling and guidance, and a study of minority movements and problems (1). These findings suggest the appropriateness of short, regional in-service programs. Training needs as perceived by deans of students should be surveyed by region and size of institution, to determine specific content.

4. *In completion of their doctoral programs, young, able aspirants should be specifically groomed for chief administrative positions.*

Holders of newly earned doctorates are frequently told that they must gain experience before becoming a dean. According to their qualifications, they therefore assume a lesser administrative position, such as director of counseling, financial aids, or admissions and records—a position that forces them to concentrate on one narrow aspect of student personnel work rather than on the role they hope ultimately to play. Since learning transfers most surely on the basis of common elements between the learning and actual situations, relevant administrative skills could best be gained through broad, supervised experience in such a position as assistant dean or administrative assistant to the dean. Large institutions could contribute significantly to the development of student personnel leadership and could increase the effectiveness of their own chief student personnel administrators by creating such positions. Ideally, a high-level (and, we hope, well paid) assistantship would last at least a year, or possibly two, with an appropriate amount of time spent working with the president and dean of instruction. Junior college members of consortia such as the League for Innovation in the Community College could bring their trainees together periodically for workshops. With state leadership, in-state consortia could be formed for this purpose.

5. *In-service training models for staff are needed.*

Staff in-service training is an important but widely neglected function of chief student personnel administrators. This problem could be helped by the development of possible models such as the one Kelly and Connolly have constructed for the orientation of new junior college faculty (11).

While many CSPAs undoubtedly recognize the need for systematic staff development, as well as for their own personal and professional growth, they lack the resources for total staff upgrading. A programed approach, including films and other materials, could be prepared and made available on loan.

6. *The role of the chief student personnel administrator must be defined.*

As the general human predicament deepens, as student bodies become increasingly heterogeneous, and as junior colleges take on new commitments, implemented in new ways, the dean's role will change. Basically, however, he is an educational leader, primarily in the realm of the affect; if he is a skillful manager and supervisor, he is free to become a more effective leader. He performs these basic functions according to his own life style and thus his personal growth supplies an important dimension.

7. *Professional organizations such as the American College Personnel Association should involve chief student personnel administrators more effectively in professional activities.*

The many chief student personnel administrators without national professional affiliations (especially in small two-year colleges) are out of the professional mainstream. National professional associations must do some soul-searching, however, in terms of how helpful their publications and programs are for practitioners in junior colleges. As an example, realism and relevance might be more appropriate criteria for journal articles then scholarly brilliance.

8. *Efforts by graduate schools, government agencies, and junior colleges themselves should aim at upgrading deans of students and other chief personnel administrators in order to upgrade student personnel programs generally.*

So far, a buckshot approach has been used. We have attempted to broaden the learning experiences of student personnel workers in the hope that, once on the job, they will become administrative leaders. They have been taught primarily how to be counselors or administrators, neither constituting adequate academic preparation. Springboard positions typically have a narrow scope. When student personnel workers or teachers move into top administrative jobs, they have little help at a time when they are suddenly responsible for educating staff, organizing a program that transcends the daily crises, and assuming a position of leadership in the total college program.

Working with the leaders is an accepted principle in many fields. In junior college student personnel work, we can no longer ignore our leaders as potential agents for positive change.

BIBLIOGRAPHY *

1. American Association of Junior Colleges. *In-Service Training for Two-Year College Faculty and Staff.* Washington, D.C.: American Association of Junior Colleges, Faculty Development Project, 1969. 80 pp. (ED 034 519)

2. American Personnel and Guidance Association, Interdivisional Committee. "The Role and Preparation of Student Personnel Workers in Institutions of Higher Learning." *The Journal of College Student Personnel.* 8:62-65, January 1967.

3. Ayers, Archie R.; Tripp, Philip A.; and Russel, John H. *Student Services Administration in Higher Education.* Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966.

4. Collins, Charles C. *Junior College Student Personnel Programs: What They Are and What They Should Be.* Washington, D.C.: American Association of Junior Colleges, 1967. 46 pp. (ED 011 459)

5. Council of Student Personnel Associations in Higher Education (COSPA). "Careers in College Student Personnel Work." Prepared by the Commission on Professional Development. (1966?) p.4.

6. Council of Student Personnel Associations in Higher Education (COSPA). *A Proposal for Professional Preparation in College Student Personnel Work.* Prepared by the Commission on Professional Development, November 1964.

7. *Education Directory, Part 3: Higher Education, 1965-66.* Washington, D.C.: United States Department of Health, Education, and Welfare, 1966.

8. Greenleaf, E. A. "How Others See Us." *Journal of College Student Personnel.* 9:4, July 1968.

* Entries available through the ERIC Document Reproduction Service, P. O. Drawer O, Bethesda, Maryland 20014, are indicated by the ED (ERIC Document) number. Prices for hard copy (HC) are $3.29 per units of 100 pages or less: microfiche (MF) costs $.65 per title regardless of size. Payment must accompany orders of $10.00 or less. Include state sales tax where applicable.

9. Gulick, Luther. "Notes on the Theory of Organization." *Papers on the Science of Administration,* Institute of Public Administration. New York, 1937, p. 13. In E.G. Williamson's *Student Personnel Services in Colleges and Universities.* New York: McGraw-Hill Book Company, 1961. pp. 46-7.

10. Hodgkinson, Harold L. "How Deans of Students Are Seen by Others–And Why." *NASPA Journal.* 8:1, July 1970. pp. 49-54.

11. Kelly, M. Frances and Connolly, John. *Orientation for Faculty In Junior Colleges.* ERIC Clearinghouse for Junior Colleges Monograph No. 10. Washington, D.C.: American Association of Junior Colleges. 1970. (ED 043 323)

12. McConnell, T.R. Foreword to *Junior College Student Personnel Programs: Appraisal and Development.* Report to the Carnegie Commission, November 1965. (ED 013 065)

13. Nygreen, Glen. "Professional Status for Student Personnel Administrators." *NASPA Journal.* 5:3, January 1968. p. 288.

14. O'Banion, T. "A Program Proposal for Preparing College Student Personnel Workers." *College Student Personnel Journal.* 10:4, July 1969. pp. 249-253.

15. O'Banion, T.; Thurston, Alice J.; and Gulden, J. "Student Personnel Work: An Emerging Model." *Junior College Journal.* 41:3, November 1970. pp. 15-16.

16. Raines, Max R. *Junior College Student Personnel Programs: Appraisal and Development.* Report to the Carnegie Commission, November 1965.

17. Raines, Max R. "The Student Personnel Situation." *Illinois Guidance and Personnel Association Newsletter.* No. 20, Summer 1966. p. 32.

18. Rhatigan, J.J. "The Professional Preparation of Student Personnel Administrators as Perceived by Practitioners and Faculty-Trainers." Unpublished Ph.D. dissertation, University of Iowa, 1965.

19. Shetlin, Eleanor M. "The Peter Principle and Student Personnel Work." *College Student Personnel Journal.* 11:3, May 1970. pp. 167-68.

20. Stanbury, D. E. "A Study of the Administration of Michigan Junior Colleges." Unpublished Ph.D. dissertation, Michigan State University, 1965. 140 pp. (ED 031 198)

21. White, James W. "C.U.P.A.'s 1969-70 Administration Compensation Survey." *Junior College Journal.* 41:1, August/ September 1970. pp. 12-15.

APPENDIX A:

NATIONAL STUDY

Institute for Advanced Study in Student Personnel Administration
College of Education, Division of Higher Education
University of Illinois, Urbana, Illinois 61801

STUDY OF COMMUNITY COLLEGE DEANS OF STUDENTS: ADMINISTRATIVE FUNCTIONS AND SELECTED CHARACTERISTICS

This study consists of a survey of functions and a questionnaire. Please complete both and return them as soon as possible, using the self-addressed stamped envelope enclosed, to:

Dr. Alice Thurston, Visiting Lecturer
Institute for Advanced Study in Student Personnel Administration
Division of Higher Education, c/o College of Education
112 Commerce Annex
University of Illinois
Urbana, Illinois 61801

Part I. Survey of Functions

The enclosed envelope contains twelve items, each of which describes one aspect or function of the role of the Dean of Students (Director of Student Personnel Services, etc.). Each item is on a separate slip to facilitate ranking. To complete this portion of the study, please:

1. arrange the items according to the time and attention you *typically* devote to them, putting the item which receives the most time and attention in top-ranking (number one) position, etc. In Column I below, record the letters of the items as you have ranked them;

2. rearrange the items according to the amount of time and attention you feel you *should* devote to them to increase the effectiveness of your student personnel program. Put the item you feel *should* receive the most time and attention in top-ranking (number one) position, etc. In Column II below, record the letters of the items as you have ranked them.

Item Rank	Column I	Column II
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Part II. Questionnaire

Institutional Data

Name of Institution _____

Address _____ Zip_____

Multicampus: yes___ no___ If yes, number of campuses in district _____

Campus enrollment (head-count)_____ Regional accreditation: yes___ no___

Year of the first entering class at this campus _____

Complete for areas for which chief student personnel administrator is responsible:

Areas	*Number of staff	*Number of professional staff with Doctorate	Master's	Bachelor's	No degree
Admissions					
Director	___	___	___	___	___
Professionals	___	___	___	___	___
Clerical	___				
Records					
Director	___	___	___	___	___
Professionals	___	___	___	___	___
Clerical	___				
Counseling					
Director	___	___	___	___	___
Professionals	___	___	___	___	___
Clerical	___				
Placement					
Director	___	___	___	___	___
Professionals	___	___	___	___	___
Clerical	___				
Financial Aids					
Director	___	___	___	___	___
Professional	___	___	___	___	___
Clerical	___				
Student Activities					
Director	___	___	___	___	___
Professional	___	___	___	___	___
Clerical	___				

Other (specify as above)_____

*Report number of staff in terms of full-time equivalency

Personal and Professional Data

Name of respondent (chief student personnel administrator) _____

Highest degree earned _____ Major field _____ Minor field _____

Number of years in present position _____ Last position title _____

Where last employed _____ Age ____ Sex ____ Annual Salary _____

Length of contract: 12 months ____ 11 months____ Academic year____ Other ____

Professional goal five years hence: Dean of Students, present institution_____
Dean of Students, another institution ____ College President_____ Dean of Instruction ____ Professor (specify field)_____
Other (specify) _____

Professional organizations of which you are a member: APGA ____NAWDC ____
NASPA _____AAHE _____Other_____

What is your most pressing administrative problem (use other side if necessary)

APPENDIX B: MIDWEST STUDY

The Role and Function of the Chief Student Personnel Officer

TITLES

1. Title of your office (e.g. Division of Student Affairs)

   _____

2. Title of your position (e.g. Dean of Students)

   _____

PERSONAL DATA

3. Number of years in present position _____
4. Position immediately preceding your present position

   _____

5. Was this at your present institution? Yes _____ No _____

   Answer questions 6 and 7 only if your preceding position was at another institution.

6. Size of that institution

   ___ Under 500
   ___ 500 - 1,000
   ___ 1,000 - 3,000
   ___ 3,000 - 5,000
   ___ 5,000 - 8,000
   ___ 8,000 - 10,000
   ___ 10,000 - 15,000
   ___ Over 15,000

7. Type of institution (please check)

Public	Private	
a. ___	b. ___	Elementary school
c. ___	d. ___	Junior high or senior high school
e. ___	f. ___	Two but less than four years beyond the 12th grade
g. ___	h. ___	Only the bachelor's and/or first professional degree
i. ___	j. ___	Master's and/or second professional degree
k. ___	l. ___	Doctor of Philosophy and equivalent degrees

8. Other professional experience

Position Title	Institutional type (refer to No.7)	No. of years in position
_____	_____	_____
_____	_____	_____

9. Age _____ Sex _____ Marital Status _____

10. Degrees earned _____

11. Number of hours (if any) earned beyond the last degree _____

12. Year the last highest earned degree was awarded _____

13. Major fields of study: Bachelor's _____
Master's _____
Doctorate _____

14. a. In your opinion, what educational background do you feel is preferred for your position?

_____

_____

b. In your opinion, what specific technical competencies do you feel are necessary for your position?

_____

_____

15. As you think back, and in view of your present responsibilities, what areas and courses, if any, do you wish had been stressed *more* in your own professional education?

_____

_____

_____

16. As you think back, assume that it had been possible to eliminate one or two courses from your own academic preparation. Which would you eliminate?

_____

_____

_____

INSTITUTIONAL DATA

17. List in order the name of the positions (levels on the administrative chart) between your position and the chief administrative officer on your campus. *Circle* the one to whom you are directly responsible.

a. _____ c. _____

b. _____ d. _____

18. Indicate the total number of institution-wide committees of which you are a member. (Note: do not include intra-divisional committees)

Number _____

19. Do you have academic rank? Yes ____ No ____

20. If the answer to number 19 is yes, please check the appropriate rank.

_____ Professor

_____ Associate Professor

_____ Assistant Professor

_____ Instructor

21. Are you a member of a teaching department? Yes ___ No ___

22. Have you taught during the past twelve months? Yes __ No __

23. If you answered number 22 yes, how frequently do you teach?

_____ One course per term

_____ More than one course per term

_____ One course per academic year

_____ Other: _____

24. Title of most typical course(s) you teach. Undergraduate Graduate

_____

_____

_____

25. If you do teach, is it Optional _____ Required _____

26. Do you have academic tenure? Yes _____ No _____

27. At your institution, under what circumstances is academic rank granted to members of the Student Affairs Staff? (e.g., only if member of a department, everyone given rank as institutional policy, etc.)

_____

28. Enrollment on your campus, fall 1966 (head-count) _____

29. Indicate the approximate percentage of

students who live on the campus _____

students who commute from home _____

students who reside in town (e.g., apartments, private resident halls) _____

30. The following chart lists 32 functions performed by Chief Student Personnel Officers in various settings. In *column 1,* check those for which you have general supervisory responsibilities (e.g., a line officer reports to you). In *column 2,* indicate those for which, in your opinion, you *should* have general supervisory responsibility, regardless of the present practice on your campus. In *column 3,* indicate those for which, in your opinion, you *should not* have general supervisory responsibility, regardless of the present practice on your campus.

In *column 4,* indicate the functions you personally perform on a day-to-day basis. In *column 5,* indicate which ones, in your opinion, you *should* personally perform, regardless of the present practice on your campus. In *column 6,* indicate which ones, in your opinion, you *should not* personally perform, regardless of the present practice on your campus.

1	2	3	FUNCTIONS	4	5	6
			Admissions			
			Student recruitment			
			Registration and records			
			Counseling			
			Personal (educational and vocational)			
			Academic (advising)			
			Pre-college			
			Testing			
			Pre-college			
			Discipline			
			Extracurricular activities			
			Academic and department clubs			
			Fraternities and sororities			
			Inter-collegiate athletics			
			Intramural athletics			
			Student government			
			Student publications			
			Financial aids			
			Health service			
			Housing			
			Food service			
			Orientation			
			Placement			
			Security			
			International students			
			Remedial clinics (speech, reading, etc.)			
			Religious affairs			
			Student union			

1	2	3	FUNCTIONS	4	5	6
			Veteran affairs			
			Budget planning			
			Selection of staff			
			Public relations (speeches, etc.)			
			Please list other functions that are			
			unique to your present situation			

Summary:
Column 1: Have general supervisory responsibility
Column 2: Should have general supervisory responsibility
Column 3: Should not have general supervisory responbility
Column 4: Perform the function personally
Column 5: Should perform the function personally
Column 6: Should not perform the function personally

31. List and rank the four functions that actually require the major proportion of your time (e.g. staff supervision, long-range planning, discipline)

Rank

_____ ( )
_____ ( )
_____ ( )
_____ ( )

32. List and rank the functions that you feel you should spend more time on. (Note: you may or may not mention the same items as in number 31 above)

Rank

_____ ( )
_____ ( )
_____ ( )
_____ ( )

33. List and rank the functions (if any) you presently perform that require a disproportionate amount of your time

Rank

_____ ( )
_____ ( )
_____ ( )

Would you like to receive a copy of the results of this study? Yes___
No_____

Please return in the enclosed, stamped envelope to:

Fredric B. Zook
Department of Higher Education
Southern Illinois University
Carbondale, Illinois 62901

APPENDIX C

PARTICIPATING INSTITUTIONS - NATIONAL STUDY

Anoka Ramsey State Junior College
Coon Rapids, Minn.

Abraham Baldwin Agricultural College
Tifton, Ga.

Albany Junior College
Albany, Ga.

Allan Hancock College
Santa Maria, Calif.

Allegany Community College
Cumberland, Md.

Allen County Community Junior College
Iola, Kansas

Alpena Community College
Alpena, Mich.

Auburn Community College
Auburn, N.J.

Area VI Community College
Marshalltown Community College
Marshalltown, Iowa

Area X Community College
Cedar Rapids, Iowa

Area XI Community College
Boone Junior College
Boone, Iowa

Bay de Noc Community College
Escanaba, Mich.

Big Bend Community College
Moses Lake, Wash.

Bismarck Junior College
Bismarck, N.D.

Black Hawk College
Moline, Ill.

Borough of Manhattan Community College
New York, N.Y.

Brainerd State Junior College
Brainerd, Minn.

Brevard Junior College
Cocoa, Fla.

Bronx Community College
New York, N.Y.

Camden County College
Blackwood, N.J.

Central Carolina Technical Institute
Sanford, N.C.

Central Florida Junior College
Ocala, Fla.

Central Nebraska Technical College
Hastings, Neb.

Central Oregon Community College
Bend, Ore.

Chicago City College
- Bogan Campus
- Crane Campus
- Wilson Campus

City College of San Francisco
San Francisco, Calif.

Clarendon College
Clarendon, Texas

Clatsop Community College
Astoria, Ore.

Colby Community Junior College
Colby, Kansas

College of Eastern Utah
Price, Utah

College of Marin
Kentfield, Calif.

College of the Mainland
Texas City, Texas

College of the Redwoods
Eureka, Calif.

Richard Bland College of William and Mary
Petersburg, Va.

Columbia Basin Community College
Pasco, Wash.

Community College of Allegheny County
Boyce Campus
Monroeville, Pa.

Community College of Philadelphia
Philadelphia, Pa.

Copiah Lincoln Junior College
Wesson, Miss.

Cypress Junior College
Cypress, Calif.

Dallas County Jr. College District
El Centro College
Dallas, Texas

Daytona Beach Junior College
Daytona Beach, Fla.

Dekalb College
Clarkston, Ga.

Del Mar College
Corpus Christi, Texas

Dixie College
St. George, Utah

Dutchess Community College
Poughkeepsie, N.Y.

Essex Community College
Baltimore County, Mo.

Flint Community Junior College
Flint, Mich.

Fort Steilacoom Community College
Tacoma, Wash.

Fresno City College
Fresno, Calif.

Glen Oaks Community College
Centreville, Mich.

Gulf Coast Junior College
Panama City, Fla.

Hartford State Technical College
Hartford, Conn.

Henderson Community College
Henderson, Ky.

Highland Community Junior College
Highland, Kansas

Hinds Junior College
Raymond, Miss.

Independence Community Junior College
Independence, Kansas

Iowa Central Community College
Fort Dodge Campus
Fort Dodge, Iowa

Iowa Central Community College
Eagle Grove, Iowa

Iowa Lakes Community College
Emmetsburg, Iowa

Isothermal Community College
Spindale, N.C.

Jefferson Davis State Junior College
Brewton, Alabama

Jones County Junior College
Ellisville, Miss.

Kayai Community College
Lihue, Hawaii

Kilgore College
Kilgore, Texas

Kingsborough Community College
Brooklyn, N.Y.

Lake Sumter Junior College
Leesburg, Fla.

Lakeland Community College
Mentor, Ohio

Linn Benton Community College
Albany, Ore.

Los Angeles City Junior College District
Los Angeles Trade Technical College
Los Angeles, Calif.

Los Angeles Southwest College
Los Angeles, Calif.

Los Angeles Valley College District
Van Nuys, Calif.

Massasoit Community College
No. Abington, Mass.

McLennan Community College
Waco, Texas

Meramec Community College
Kirkwood, Mo.

Merced College
Merced, Calif.

Miles Community College
Miles City, Mont.

Mineral Area College
Flat River, Mo.

Missouri Southern College
Joplin, Mo.

Monroe Community College
Rochester, N.Y.

Monroe County Community College
Monroe, Mich.

Mt. Hood Community College
Gresham, Ore.

Morton Junior College
Cicero, Ill.

Napa College
Napa, Calif.

Nebraska Western College
Scotts Bluff, Neb.

New Hampshire Technical Institute
Concord, N.H.

New Mexico Institute
Roswell, New Mexico

New Mexico State Univ.
Alamogordo Branch
Alamogordo, New Mexico

New River Vocational-Technical School
Radford, Va.

Northampton County Area Community College
Bethlehem, Pa.

Northeast Mississippi Junior College
Booneville, Miss.

Northeastern Junior College
Sterling, Colo.

Northern Oklahoma College
Tonkawa, Okla.

Northwestern Michigan College
Traverse City, Mich.

Norwalk State Technical College
Norwalk, Conn.

Olympic College
Bremerton, Wash.

Onondaga Community College
Syracuse, N.Y.

Orange Coast College
Costa Mesa, Calif.

Palm Beach Junior College
Lake Worth, Fla.

Paris Junior College
Paris, Texas

Perkinston College
Perkinston, Miss.

Phillips County Community College
Helena, Ark.

Porterville College
Porterville, Calif.

Queensborough Community College
Bayside, N.Y.

Rainy River State Junior College
International Falls, Minn.

Randolph Technical Institute
Asheboro, N.C.

Rend Lake College
Mt. Vernon, Ill.

St. John's River Junior College
Palatka, Fla.

St. Petersburg Junior College
St. Petersburg, Fla.

Sacramento City College
Sacramento, Calif.

San Antonio College
San Antonio, Texas

San Diego City College
San Diego, Calif.

San Jose City College
San Jose, Calif.

Santa Barbara City College
Santa Barbara, Calif.

Sayre Junior College
Sayre, Okla.

South Florida Junior College
Avon Park, Fla.

South Georgia College
Douglas, Ga.

South Plains College
Levelland, Texas

Southern Colorado State College
Junior College Division
Pueblo, Colo.

Southwestern Michigan College
Dowagiac, Mich.

Snow College
Ephraim, Utah

Suffolk County Community College
Selden, N.Y.

Sullivan County Community College
South Falls, N.Y.

Texarkana College
Texarkana, Texas

Three Rivers Junior College
Poplar Bluff, Mo.

T. J. Harris Junior College
Meridian, Miss.

Treasure Valley Community College
Ontario, Ore.

University of Wisconsin Center System
Fox Valley Center
Menasha, Wis.

University of Wisconsin Center System
Green Bay Center
Green Bay, Wis.

Utica Junior College
Utica, Miss.

Ventura College
Ventura, Calif.

Vermilion State Junior College
Ely, Minn.

Vincennes University
Vincennes, Ind.

Waterbury State Technical College
Waterbury, Conn.

Waubonsee Community College
Aurora, Ill.

Wayne Community College
Goldsboro, N.C.

Wenatchee Valley College
Wenatchee, Wash.

West Valley Joint Junior College District
Campbell, Calif.

Westark Junior College
Fort Smith, Ark.

Western Wisconsin Technical Institute
La Crosse, Wis.

Wharton County Junior College
Wharton, Texas

Wilkes Community College
Wilkesboro, N.C.

Williamsport Area Community College
Williamsport, Pa.

W. W. Holding Technical Institute
Raleigh, N.C.

Wytheville Community College
Wytheville, Va.

Yuba College
Marysville, Calif.

APPENDIX D

PARTICIPATING INSTITUTIONS - MIDWEST STUDY

ILLINOIS

Belleville Junior College
Black Hawk College
Bloom Community College
Canton Community College
Chicago City Junior College:
- Amundsen-Mayfair
- Bogan
- Crane
- Loop
- Southeast
- Wilson
- Wright

Danville Junior College
Elgin Community College
Freeport Community College
Joliet Junior College
Kaskaskia College
LaSalle-Peru-Oglesby Junior College
Lyons Township Junior College
Morton Junior College
Mt. Vernon Community College
Olney Community College
Rock Valley College
Southeastern Illinois College
Thornton Junior College
Triton College
Wabash Valley College

INDIANA

Vincennes University

IOWA

Boone Junior College
Burlington Community College
Centerville Community College
Clarinda Community College
Creston Community College
Elsworth Junior College
Esterville Junior College
Fort Dodge Community College
Keokuk Community College
Marshalltown Community College
Mason City Junior College
Webster City Junior College

MICHIGAN

Alpena Community College
Bay de Noc Community College
Delta College
Flint Community Junior College
Grand Rapids Junior College
Henry Ford Community College
Highland Park College
Jackson Community College
Kellogg Community College
Lake Michigan College
Lansing Community College
Muskegon Community College
North Central Michigan College
Northwestern Michigan College
Oakland Community College
Port Huron Junior College

MINNESOTA

Austin Junior College
Ely Junior College
Itasca Junior College
Metropolitan State Junior College:
    Minneapolis
    Circle Pines
Virginia Junior College
Willmar State Junior College

MISSOURI

Florissant Valley Community College
Forest Park Community College
Jefferson City Junior College
Meramec Community College
Metropolitan Junior College
Mineral Area Junior College
Missouri Southern College
Missouri Western Junior College

OHIO

Cuyahoga Community College–West Campus
Lorain City Community College

WISCONSIN

Milwaukee Institute of Technology